

*Interpersonal Communication Factors Forming Supportive Learning Environments At Dian Nuswantoro University Semarang*

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## INTERPERSONAL COMMUNICATION FACTORS FORMING SUPPORTIVE LEARNING ENVIRONMENTS AT DIAN NUSWANTORO UNIVERSITY SEMARANG

### PEMBENTUKAN FAKTOR KOMUNIKASI INTERPERSONAL LINGKUNGAN PEMBELAJARAN YANG MENDUKUNG DI UNIVERSITAS DIAN NUSWANTORO SEMARANG

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**Abstrak.** Universitas Dian Nuswantoro (Udinus) sebagai Universitas Terbaik ketiga Nasional memiliki Visi "The Top Priority University to be Chosen in education and Enterpreneurship". Visi ini diimplementasikan melalui pemberian mata kuliah kewirausahaan. Indikator keberhasilan sekaligus indikator prestasi mata kuliah yang diberikan, dapat dilihat melalui jumlah lulusan yang menjadi wirausaha, yaitu sejumlah 165 sejak tahun 2011. Berdasar data tersebut, dapat dikatakan bahwa lulusan yang menjadi wirausaha masih sangat sedikit. Diketahui bahwa pencapaian prestasi sangat dipengaruhi oleh lingkungan belajar yang mendukung, terutama pada saat terjadi interaksi komunikasi antar personal Dosen dan Mahasiswa. Berdasar hal tersebut, penelitian ini bertujuan untuk mengetahui faktor-faktor Komunikasi Antar Pribadi yang mampu meningkatkan lingkungan belajar yang mendukung di Universitas Dian Nuswantoro. Metode penelitian yang digunakan adalah analisis faktor, dengan dua belas variabel asal yang dikemukakan Suranto (2011). Adapun dua belas faktor tersebut antara lain, toleransi, kesempatan yang seimbang, sikap menghargai, sikap mendukung, sikap terbuka, pemilikan informasi, kepercayaan, keakraban, kesejajaran, control dan pengawasan, respon, dan suasana emosional. Hasil penelitian menunjukkan sepuluh faktor baru yang terbentuk yaitu perhatian, timbal balik, akurasi, kolaborasi, pengertian, kejelasan, kejujuran, keintiman, keikhlasan, kesetiaan. Faktor yang paling dominan adalah faktor perhatian. Berdasar hasil penelitian, disarankan kepada pengajar untuk dapat menerapkan kesepuluh faktor dalam pembelajaran mata kuliah yang termasuk dalam turunan kewirausahaan, terlebih faktor perhatian. Penerapan faktor-faktor ini dalam pembelajaran mata kuliah kewirausahaan diharapkan mampu membentuk lingkungan belajar yang mendukung dan mampu meningkatkan motivasi untuk berwirausaha. Konteks tentang pengaruh faktor komunikasi antar personal dalam pembelajaran terhadap motivasi berwirausaha dapat dikaji pada penelitian selanjutnya.

**Kata Kunci:** Analisis faktor, Komunikasi Interpersonal, Udinus

**Abstract.** Dian Nuswantoro University (Udinus) as the third best National University, has a vision "The Top Priority University to be Chosen in Education and Entrepreneurship". This vision is implemented through the provision of entrepreneurship courses. Indicators of success as well as indicators of achievement given courses, can be seen through the number of graduates who become entrepreneurs, which is a number of 165 since 2011. Based on these data, it can be said that graduates who become entrepreneurs are very few. It is known that achievement is greatly influenced by a supportive learning environment, especially when communication interactions occur between lecturers and students. This study aims to determine the factors of Interpersonal Communication that can improve the supportive learning environment at Dian Nuswantoro University. The research method used was factor analysis, with twelve origin variables proposed by Suranto (2011). They are, tolerance, balanced opportunities, respect, support, openness, ownership of information, trust, intimacy, alignment, control and supervision, response, and emotional atmosphere. The results showed ten new factors formed namely attention, reciprocity, accuracy, collaboration,



understanding, clarity, honesty, intimacy, sincerity, and loyalty. The most dominant factor is attention. Based on the results of the study, it is advisable for instructors to be able to apply the ten factors in learning subjects included in entrepreneurship, especially attention factors. The application of these factors in learning entrepreneurship courses is expected to form a supportive learning environment and be able to increase motivation for entrepreneurship. The context of the influence of interpersonal communication factors in learning on entrepreneurial motivation can be examined in further research

**Keywords:** factor analysis, Interpersonal Communication, Udinus

## INTRODUCTION

A company without a vision will become a company without direction. All components in the company should ideally know the vision that needs to be realized. It was revealed that vision is an important factor in future success (Jantz, 2017). Dian Nuswantoro University Semarang (Udinus), an educational institution with superior credibility accredited A, has a vision of "The top priority university to be chosen in education and entrepreneurship" (Dinus, 2015). This could be interpreted that Udinus positioned the institution as the university of choice for education and entrepreneurship.

Public relations said that the mission accomplished by Udinus in actualizing its vision is to provide several entrepreneurship courses, including the basis of entrepreneurship, technopreneur, and creativepreneur, students are given an understanding of entrepreneurship both technically and psychologically. Some basic things about entrepreneurship are given in these courses. Starting from building the entrepreneur's mentality to changing the mindset. By the lecturer state, in practice, students is not only given a theoretical understanding, but also going to the field. This is done to provide an overview and direct experience of how to become an entrepreneur . cThe following data are

alumni of entrepreneurs who can show Udinus achievements in forming entrepreneurs:

Table 1. Number of Student Business Owners

No	Class	Number of Students
1	2011	87
2	2012	52
3	2013	13
4	2014	10
5	2015	2
6	2016	1

Source: Center, 2019

Based on Table 1, it can be seen that in each batch there are graduates who become entrepreneurs. This can be interpreted that the inculcation of mindset about opening jobs after college can be implemented. Also related to achievement in entrepreneurship courses which are ideally no longer measured through academic values, but student achievement in the abilities and desires of entrepreneurship. Can be seen in the table above, the number of graduates who become entrepreneurs is still relatively small when compared to the total number of graduates since the year, which amounted to 31,758 people. The details of the graduates are as follows, as many as 9,437

Diploma students, 20,581 Bachelor graduates, and 1,738 Masters (Center, 2019).

It is known that achievement is an index point of teaching, where success is influenced by various factors. Classroom management which involves setting and coordinating is one of supporting the learning effectiveness. This is an important element in learning, where this complex process is closely related to the creation of a positive learning environment, both with physical space, as well as important elements of teachers and students (Dobrescu & Grosu, 2014: 469). It is known that positive interactions can have an impact on increasing learning motivation. The relationship between teachers and students also has a significant impact on learning outcomes (Meyer, Fleckenstein, & Köller, 2019: 72). This can be interpreted that the teaching and learning process has an important role in supporting learning achievement, both academic and non-academic. Based on the results of these studies it can be concluded that learning outcomes can be influenced by a supportive learning environment, on the other hand, the creation of a learning environment is strongly influenced by the nature of the interaction that exists between instructors and students.

Interaction in the class room is closely related to the relationship between teachers and students. Teachers who are able to create good relationships with their students are known to be able to improve the quality of interaction so that learning

outcomes are created as expected (Hajovsky, Mason, & McCune, 2017: 130). The development of quality interactions can be created by teachers with suitable communication design. Teachers' communication skills are needed to create a learning environment with interactions that are preferred by students. The choice of communication style becomes an important element in this regard. It is known that the instructor's communication style can influence the involvement of students in the teaching and learning process. The closer the communication is designed, the higher the student involvement in the learning process (Shaari, Yusoff, Ghazali, Osman, & Dzahir, 2014:10). It can be concluded that communication skills that focus on closeness can be an important factor in creating a positive and supportive learning environment.

One study of interpersonal communication is a discussion about the quality of relationships. The better the quality of relationships that are established the better the outcomes of these interactions (Suranto, 2011: 33). Based on this, the way teachers in creating supportive learning environment interactions can be explained by the theory of Interpersonal Communication. The better the quality of the interaction built by the teacher, is considered to be able to give good results to the teaching results. Some of the factors revealed by Suranto in interpersonal communication studies that fit the learning context are tolerance, balanced opportunities, respect, support, openness, ownership of

information, trust, intimacy, alignment, control and supervision, response, and emotional atmosphere (Suranto, 2011: 30)

Viewing from the background that has been described, this study aims to find out what interpersonal communication factors can create a supportive learning environment for Dian Nuswantoro University students in creating their vision of shaping entrepreneurial mind. Based on this, this research is focused on interpersonal communication between instructors and students in courses that focus on entrepreneurship.

The context in this study examines interpersonal communication between instructors and students, in this case, lecturers and students, in which interactions are known as relationship quality. Relationship quality is not always in good condition but can also be in poor quality conditions, for example: when there is a differences or disappointment. Here are some factors that affect the quality of interpersonal relationships: (1) Tolerance, is the desire of each party to appreciate and respect other's feelings. Tolerance is a determining factor for interpersonal relationships because good tolerance will minimize the constraints of togetherness. The higher the tolerance, the higher the level or the quality of communication relationships. (2) A balanced opportunity, a sense of obtaining justice in the process of ongoing interaction. Someone will maintain togetherness when they feel they have equal opportunities and fair

opportunities. (3) Respect. Everyone has dignity so that a good attitude is needed to respect the dignity of others and not harassing. Here are some ways to express an opinion or express a response, namely: Immediate recognition, Positive feeling statement, Explanatory response, Comforting response. (4) Supporting attitude. Also called sportif scap that is agreeing with the attitude of others. (5) Open attitude. It is an attitude to open yourself, express yourself and yourself openly and honestly. An open attitude will eliminate misunderstandings and can create good interpersonal relationships. (6) Possession of information. It can be seen from the aspect of breadth (variations in the topic being communicated) and depth of information (concerning intimacy and personal personalization). (7) Trust. Someone feels nothing is harmful to others, for example: not betraying and being able to work together so as to foster good cooperation. (8) Familiarity. Meeting the needs for love, closeness, and warmth. For example: calling someone by "parapan" or a pseudonym commonly used in certain communities. (9) Alignment. The existence of the same position between the two parties where no one dominates the other party. (10) Control or supervision. In interpersonal relationships, an agreement emerges to minimize misunderstandings. (11) Response. Is the accuracy in giving responses. The law in communicating is that if there are questions, it is necessary to have an answer. The response is not only related to verbal messages but also non-verbal. (12) Emotional mood. Is

the harmony of the emotional atmosphere during the communication that is shown with relevant expressions (Suranto, 2011: 30).

The quality of personal relationships can be implemented in various cases in research, including research on friendship and forgiveness conducted in 2014. The results of research on the relationship of friendship and empathy quality in the forgiveness of late adolescents show that the quality of friendship and empathy makes it easier for late teens to forgive others (Cucuani & Anggraeni, 2014: 18). Research conducted by Harrison, Timko, et al in 2017 concerning "interpersonal styles, peer relationships and outcomes in residential substance use treatment" shows that interpersonal relationships play an important role in the recovery of a person as a drug user (SUD). The interpersonal style that was carried out consisted of passive, aloof, and controlling interpersonal styles (Harrison, Timko, & Blonigen, 2017: 17). Research on trust factors in interpersonal communication conducted by Massey and Wang in 2019 on "conceptualizing and modeling interpersonal trust in exchange relationships" shows the importance of interpersonal trust in a relationship that can be seen from the cognitive and affective side and has an impact on increasing the effectiveness of exchange relations occur (Massey, Wang, & Kyngdon, 2019: 60).

The context of interpersonal communication also examines the environment, in this case, the

environment is interpreted as all conditions in this world that in a certain way affect behavior, growth, development, or life processes (Purwanto, 2006: 28). The environment includes all the stimuli that exist inside and outside the individual that are physiological, psychological, and sociocultural (Dalyono, 2005: 129). The environment is something that surrounds the individual life, both in the form of physical environment and psychological environment. The physical environment includes parents, home, playmates, and the surrounding community. The psychological environment includes a variety of feelings experienced based on the problem at hand (Baharuddin, 2007: 68).

The world of learning is very closely related to the environment of learning. The learning environment is considered to be very instrumental in creating a pleasant learning atmosphere and the process of student learning activities (Sidi, 2005: 148). The learning environment is related to the location where the teaching and learning process takes place. Two aspects of the learning environment include aspects of the physical and social environment where both of these aspects occur consciously during the learning process takes place (Saroni, 2006: 82).

Given the learning environment both physically and socially, the teaching style of a teacher is also considered to have an important impact. In this case, the teaching style is a variety of attitudes and behaviors carried out by the

teacher in the learning process (Ahmadi, 2005: 125). The teaching style is a method used by teachers during the learning process. Broadly speaking, the teaching style includes two main things, namely the teaching style in accordance with the applicable curriculum and the teaching style that is psychological. The teaching style based on the curriculum is adjusted to the objectives or desired outcomes and the nature of the material being taught. The psychological teaching style is a method used to motivate students, good classroom management, and enact an evaluation of learning outcomes. The examples of psychological teaching styles are the provision of reward and punishment as well as the opportunity for students to ask questions, have opinions, and discuss (Suparman, 2010: 59).

Teaching style in the world of education is divided into four styles, namely: (1) Classical teaching style. The method used is that the teacher dominates the class by only conveying material and not giving students the opportunity to actively ask questions and discuss. In the classical teaching style, the teacher is very dominant and students will tend to be more passive and communication that takes place only in one direction. (2) Technological teaching style. In technological teaching styles, instructors maximize the use of available media. Teachers are very concerned about student readiness and provide stimulants so that students are more active in the teaching-learning process. (3)

Personalization teaching style. The teaching and learning process is conducted by looking at the interests, experiences, and development patterns of each student. In the process that takes place, students are seen as a person who is different from others so that the key to the success of this method is the success of each student's learning achievement. (4) Interactional teaching style. During the teaching and learning process takes place, the teacher's role is very dominating. Teachers and students try to discuss to modify various ideas or knowledge learned so that it will produce new scientific findings. The process of interaction that occurs during teaching and learning will take place very dynamically because of the dependence between teachers and students who have the same position as the subject of learning (Majid, 2013: 279-280).

The purpose of the diversity of teaching styles is to increase and maintain the attention of students during the learning process takes place, motivate students to have the desire to learn more, form a positive attitude towards teachers, and become a facility for individual learning media (Djamarah, Sayiful Bahri & Aswan, 2006: 161-165). Research on teaching styles has been conducted by Mainhard, Oudman, et al in 2017 with the title "Student emotions in class: the relative importance of teachers and their interpersonal relations with the student". The results showed that the quality of teacher's interpersonal teaching is very influential in the emotions of students in class and teachers can predict the emotions of

their students through interpersonal communication that is done (Mainhard, Oudman, Hornstra, Bosker, & Goetz, 2018: 119).

Research with the title "Teaching styles and achievement: Student and teacher perspective" conducted by Ana, Cabrillana, et al in 2018 shows that there is a relationship between the use of modern and traditional teaching styles with the achievements of students. Teachers who teach with modern styles such as practice, class discussion, and teamwork are strongly associated with better student achievement while traditional or classical teaching styles such as memorization and individual work are strongly associated with low achievement (Hidalgo-Cabrillana & Lopez-Mayan, 2018: 184).

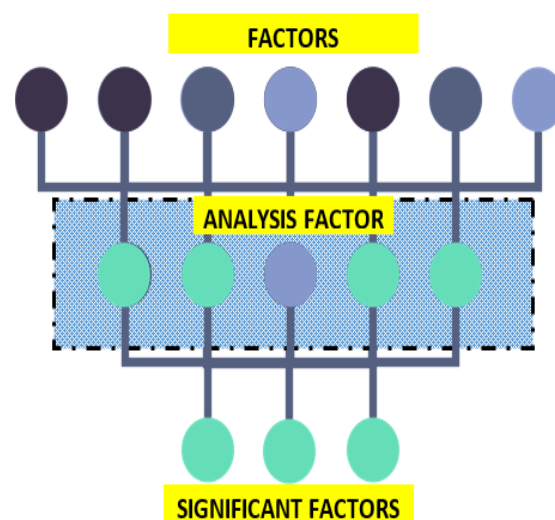
Research conducted by Stirling in 2017 with the title "Result of a study assessing teaching methods of faculty after measuring student learning style preferences" shows that teaching conducted at the faculty mostly uses kinesthetic and visual methods where both of these methods are favored by a college student. The faculty uses a visual method of one-third of the available time and the kinesthetic learning style is the most widely used method in the faculty (Stirling, 2017: 111).

## METHODOLOGY

This research is a quantitative study using the factor analysis method which is a multivariate analysis method based on the correlation between variables. (Yuwono, 2017:

21) with a type of explorative quantitative analysis of factor research, because it requires a technique to look for factors that can explain the correlation between the various independent indicators studied. This data analysis technique is used with the aim of describing the relationships between variables in the form of factors (Gunawan, 2017: 268) this method is used because it can answer research questions by providing relatively simple descriptions by reducing the number of variables or also called factors, such as the following chart.

Picture 1. Reduction Factors



Source: Yuwono, 2017: 23

Picture described about factors with a large number of variables are grouped into a number of factors that have similar characteristics and characteristics, which will be easier

when processing data. After that, the grouping will be done to measure the correlation of a collection of variables and then variables that have a high correlation will be placed in 1 factor (Mardiana; Andriani, 2018: 51) from the explanation it can be concluded that this method is the method suitable for the research question.

The stages of the research are as follows (Priyono, 2016: 45). (a) choose a topic and formulate a problem. The topic chosen concentrated on the vision to be achieved by Dian Nuswantoro University. Based on this topic, review the previous research and literature review, and then identify the problem formulation that is accurate. (b) do a theory search and discussion. Theory is an important foundation in research because it is able to strengthen the framework that is built. So that the research conducted can find appropriate and specific answers. (c) Prepare research instruments. A questionnaire is needed in this research as an instrument, so the preparation of questions must be clear and easy to understand. This is related to the nature of the questionnaire, where the researcher no longer needs to assist the respondent in filling in and does not also need to explain the question is spoken. (d) Input the results of the questionnaire. Inputting the results of the questionnaire using Microsoft Excel software because the data to be processed is in numbers (d) Analysis of data processing. Data will be processed using factor analysis

techniques that will be carried out using Statistical Package for the Social Science (SPSS) version 22. (e) Drawing conclusions. After analyzing the data processing, it will reach the conclusion stage, where the conclusion in this study is the discovery of new factors which are the results of factor analysis, which are used as data analysis techniques.

This quantitative research was conducted at Dian Nuswantoro University, in a study known to the population and sample. A population is a unit as a whole or individuals in the same scope, who want to be investigated. While the sample is part of the selected population (Sugiarto, Siagian, Sunaryanto, & Oetomo, 2003: 38). The samples taken in this study were 160 Udinus students. Sampling is done by a probability sampling technique. Probability sampling is the selection of samples that are not carried out subjectively, in the sense that the selected sample is not based solely on the desires of the researcher, so that each member of the population has the same opportunity (random) (Sugiarto et al., 2003: 39).

Research instruments use google docs distributed to students through entrepreneurship lecturers. This is done in order to achieve effective and efficient research. The nominal scale is used as a measurement scale, so the results obtained can be distinguished, but it is not a sequence that is higher or lower, all values are parallel (Sugiarto et al.,



2003: 39). This study also uses a Likert Scale, as said by Sugiyono this scale that measures the attitudes, opinions, and perceptions of a person or group of people in social phenomena. By using a Likert Scale, variables will be explained into dimensions where the dimensions will be indicators and sub-indicators that can be measured (Hidayat & Alhifni, 2017: 209) . In this study, the existing statements were given a score of 4, 3, 2, 1. The measurements itself consisted of: a. Strongly agree (SS) = 4 b. Agree (S) = 3 c. Disagree = 2 d. Strongly Disagree = 1. the process of finding data that is a research needed before conducting a study and in-depth analysis of the research. There are two kinds, namely Primary Data, questionnaires to Udinus students who have business and the second is secondary data, or literature. Literature methods are conducted by researchers to collect concepts and supporting theories regarding interpersonal communication and entrepreneurship.

The research instrument uses Google Docs which is distributed to students through lecturers teach entrepreneurship course, in order to achieve effective and efficient research. The nominal scale is used as a measurement scale, so the results obtained can be distinguished, but it is not a sequence that is higher or lower, all values are parallel (Sugiarto et al., 2003: 40).

Factor analysis is used as a data analysis technique in this study, using the Statistical Program of Social Sciences (SPSS) version 22. The use of factor analysis aims to get an explanation of the correlation structure of many variables in the form of factors or latent variables or formed variables. Where the factors formed are random quantities that previously could not be observed and measured or determined directly (Gunawan, 2017: 256). But before further using factor analysis, there needs to be tested first with the Kaiser Mayer Olkin (KMO) test. This test is needed to show that the sampling method meets the data sufficiency requirements and measures the adequacy of the sample as a whole or not (Hidayat & Alhifni, 2017: 410)

## **RESULTS AND DISCUSSIONS**

. Respondents are dominated by women seen in Table 2, which is 58%, while male respondents are 42%. This is possible because the number of active students in Udinus is dominated by female students. Then as we can see from the city of origin of the students, it can be seen that students from outside the city of Semarang are more dominant, up to 63.75%. This is possible because Udinus is a private university that is very well known in Indonesia, especially in Central Java. The cities where students come from other than Semarang City are Pati, Kudus, Rembang, Jepara, Brebes, Tegal, and

even cities outside Java such as Makassar and Banjarmasin. The respondents are a reflection of the entire population because they have represented all study programs in Udinus, with a minimum of representation for each department.

Table 2. Characteristics of Respondents

No	Characteristics		Total
	Total Respondents		160
1	Gender	Male	67
		Female	93
2	Origin	Semarang	58
		Out of Semarang	102

Source: SPSS Data Process 22

Table 3. KMO and Barlett's values

KMO and Bartlett's Test			
Kaiser-Meyer-Olkin Measure of Sampling Adequacy.			.904
Bartlett's Test of Sphericity	Approx. Chi-Square	8546.404	
	df	1540	
	Sig.	.000	

Source: SPSS Data Process 22

The first step in factor analysis is to look at the value of KMO and Barlett's, where the KMO value requirement is  $>0.5$  and the significance is  $<0.05$ . Based on Table 3. It is known that the result of KMO is 0.904 with a significance of 0,000,

then the existing factors can be analyzed in the next procedure.

Table 4. Value of Commnalities

Communalities					
	Initial	Extraction			
X1	1.000	.636	X29	1.000	.745
X2	1.000	.592	X30	1.000	.714
X3	1.000	.726	X31	1.000	.767
X4	1.000	.725	X32	1.000	.815
X5	1.000	.702	X33	1.000	.775
X6	1.000	.788	X34	1.000	.785
X7	1.000	.671	X35	1.000	.713
X8	1.000	.650	X36	1.000	.752
X9	1.000	.715	X37	1.000	.692
X10	1.000	.718	X38	1.000	.658
X11	1.000	.742	X39	1.000	.777
X12	1.000	.724	X40	1.000	.719
X13	1.000	.842	X41	1.000	.798
X14	1.000	.762	X42	1.000	.799
X15	1.000	.798	X43	1.000	.772
X16	1.000	.722	X44	1.000	.688
X17	1.000	.758	X45	1.000	.846
X18	1.000	.788	X46	1.000	.772
X19	1.000	.695	X47	1.000	.740
X20	1.000	.673	X48	1.000	.764
X21	1.000	.752	X49	1.000	.787
X22	1.000	.706	X50	1.000	.802
X23	1.000	.856	X51	1.000	.773
X24	1.000	.733	X52	1.000	.791
X25	1.000	.718	X53	1.000	.795
X26	1.000	.753	X54	1.000	.806
X27	1.000	.853	X56	1.000	.734
X28	1.000	.833	X57	1.000	.799

Extraction Method: Principal Component Analysis

Source: SPSS Data Process 22

The second procedure is to look at the value of Communalities (Communality) which explains the effective contribution of each item of origin to the factors formed. Table 4.

Shows a number of 56 items have a value  $> 0.5$ . This means that the factors formed bias explain at least 50% of the diversity of origin variables. One item missing is X55, where the results show if the value  $<0.5$ . This requires reprocessing of data by removing X55, because the item can only be explained less than 50%. Processing factor analysis, ideally selecting the original variable items that have a communality value  $> 0.5$  or  $> 50\%$ , so that the new factors formed have a higher value validity.

Table 5. Value of Total Variance Explained

Component	Total Variance Explained					
	Initial Eigenvalues			Extraction Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	26.377	47.101	47.101	26.377	47.101	47.101
2	3.234	5.774	52.876	3.234	5.774	52.876
3	2.541	4.538	57.413	2.541	4.538	57.413
4	2.005	3.581	60.994	2.005	3.581	60.994
5	1.765	3.152	64.146	1.765	3.152	64.146
6	1.393	2.488	66.634	1.393	2.488	66.634
7	1.351	2.413	69.046	1.351	2.413	69.046
8	1.258	2.247	71.293	1.258	2.247	71.293
9	1.074	1.919	73.211	1.074	1.919	73.211
10	1.013	1.809	75.020	1.013	1.809	75.020
11	.934	1.668	76.688			
12	.871	1.555	78.243			
13	.819	1.463	79.706			
14	.758	1.354	81.060			
15	.694	1.239	82.299			
16	.653	1.166	83.465			
17	.617	1.102	84.567			
18	.579	1.033	85.601			
19	.565	1.008	86.609			
20	.551	.983	87.592			
21	.481	.859	88.451			
22	.463	.827	89.278			
23	.442	.790	90.068			
24	.413	.738	90.806			
25	.395	.705	91.511			
26	.364	.650	92.161			
27	.355	.634	92.795			
28	.320	.571	93.366			

components that have values > 1, it can be seen that there are ten factors that are formed. The cumulative total of the ten factors formed is able to explain 75.020% of the original variables.

Table 6. Value of Rotated Component Matrix

	Rotated Component Matrix <sup>a</sup>									
	1	2	3	4	5	6	7	8	9	10
X1	.621	.225	-.016	.074	.047	.151	.193	.002	.178	.317
X2	.558	.214	.021	.000	.009	.272	.023	.369	-.003	.156
X3	.671	.192	.220	.108	-.107	.055	.075	.053	.169	.357
X4	.396	.155	.114	.149	.358	.214	.049	.147	-.082	.551
X5	.644	.189	.185	.186	.268	.088	.077	-.015	.221	.220
X6	.707	.170	.399	.207	.187	-.007	.058	-.102	.097	-.014
X7	.548	.194	.148	.131	.415	.084	-.030	.150	.299	.054
X8	.452	.200	.032	.241	.396	.356	.233	-.018	.088	.014
X9	.668	.154	.291	.071	.201	.260	.149	.080	.139	-.007
X10	.656	.228	.101	.243	.212	.167	.153	.212	.037	-.155
X11	.558	.125	.570	.148	.086	-.134	.186	-.092	-.010	.016
X12	.658	.245	.321	.180	.154	.127	.116	.134	.088	-.125
X13	.756	.366	.130	.079	.161	.219	.033	.178	-.050	-.072
X14	.609	.179	.008	.187	.305	.304	.028	.342	-.005	.145
X15	.716	.328	.178	.125	.253	.218	.029	.094	-.052	-.078
X16	.563	.210	.309	.384	.312	.074	.049	.050	-.101	-.017
X17	.305	.204	.047	.257	.695	.161	.021	.199	.009	.078
X18	.355	.335	.117	.129	.692	.013	-.014	.171	.065	.082
X19	.225	.125	.191	-.029	.569	.315	.185	-.106	.351	.015
X20	.300	.226	.257	-.018	.230	.436	.122	.301	.205	.273
X21	.338	.297	.610	.235	.101	.050	.188	-.110	.023	.249
X22	.263	.416	.487	.079	.201	.205	.187	.292	.055	-.121
X23	.381	.143	.386	.302	.052	.651	.149	.021	-.005	.028
X24	.216	.248	.258	.252	.166	.657	.117	.111	.018	.095
X25	.312	.386	.430	.379	.101	.311	.099	.061	.005	-.152
X26	.295	.093	.493	.315	.247	.484	.032	.095	.092	.035
X27	.153	.229	.800	.138	.024	.244	-.063	.176	.139	.070
X28	.154	.164	.833	.138	.066	.115	-.010	.211	.077	.015
X29	.418	.319	.472	.280	.237	.088	.160	-.096	.068	-.252
X30	.211	.176	.248	.407	.445	.204	.260	.170	.048	-.271
X31	.337	.455	.177	.604	.132	.061	-.006	.170	.010	-.035
X32	.328	.330	.313	.663	.087	.161	-.034	-.010	.157	.028
X33	.354	.254	.355	.605	.075	.186	-.070	.153	.159	.000
X34	-.017	.371	.069	.544	.367	.253	.280	.220	.063	.128
X35	.212	.213	.204	.605	.225	.279	.104	.172	.035	.214
X36	.239	.653	.272	.134	.269	.151	.253	-.016	-.081	-.105
X37	.222	.322	.162	.131	.126	.055	.162	.669	.060	.015
X38	-.006	.164	.157	.319	.166	.087	.337	.540	.245	.064
X39	.209	.664	.263	.299	-.011	-.004	.021	.194	.024	.308
X40	.224	.583	.061	.275	.291	.172	.138	.326	-.019	-.099
X41	.319	.722	.156	.279	.009	-.130	.130	.124	.111	.106
X42	.238	.672	.280	.138	.168	.110	.143	.346	-.038	.106
X43	.330	.592	.294	.335	.066	.206	.101	.215	-.094	.051
X44	.422	.472	.363	.277	-.200	-.035	.039	-.051	.014	.084
X45	.435	.482	.241	.327	-.008	.133	.139	-.141	.448	.047
X46	.239	.529	.174	.018	.175	.222	.133	.211	.475	-.190
X47	.170	.365	.173	.193	.211	.070	.141	.325	.577	.052
X48	.234	.585	-.028	.136	.203	.437	.237	.029	.221	.102
X49	.332	.663	.058	.106	.165	.309	.037	.144	.279	.017
X50	.262	.765	.228	.058	.196	.156	.083	.071	.136	-.014
X51	.130	.752	.224	.168	.181	.116	.163	.014	.135	.145
X52	.211	.565	.068	.140	.159	.476	.148	.199	.286	-.085
X53	.211	.566	-.046	.201	.255	.481	.237	.037	.163	-.082
X54	.075	.301	.064	-.030	.056	.014	.831	.070	-.064	.040
X56	.152	.352	-.079	-.017	.292	.275	.628	.006	.080	.141
X57	.155	.013	.107	.128	-.064	.113	.812	.199	.163	-.069

Extraction Method: Principal Component Analysis.  
 Rotation Method: Varimax with Kaiser Normalization.<sup>a</sup>

Source: SPSS Data Process 22

Table 6. explains the relationship between the original items and the factors formed. This procedure is used to group origin items into new factors by looking at the greatest correlation value. Based on the results of data processing it is known that; (1) Factor 1 has item variables X1, X2, X3, X5, X6, X7, X8, X9, X10, X12, X13, X14, X14, X15, and X16. (2) Factor 2 has variable items X36, X39, X40, X41, X42, X43, X44, X45, X46, X48, X49, X50, X51, X52, X52, and X53. (3) Factor 3 has item variables X11, X21, X22, X25, X26, X27, X28, and X29. (4) Factor 4 has item variables X31, X32, X33, X34, and X35. (5) Factor 5 has item variables X17, X18, X19, and X30. (6) Factor 6 has item variables X20, X23, and X24. (7) Factor 7 has item variables X54, X55, and X56. (8) Factor 8 has item variables X37 and X38. (9) Factor 9 has the item variable X47. (10) Factor 10 has variable item X4.

Based on the results of the rotated component matrix in Table 5. the next step is labeling the ten factors formed. Factor 1 can be called a thoughtfulness factor, because it contains respect, give praise, support, and give a response. Attention is interpreted as a form of communication both positive and negative, in the form of praise and reproach. Attention is also able to create a bond with the environment, even able to bring up an infinite curiosity towards others, such as who he is, how his character, likes, and so forth. Attention can be the basis for taking attitude by considering others. Attention is also able to reflect to what someone has learned and his

meetings with other people, so that attention can be seen from behavior and someone's attitude (Taylor, 2017). It can be concluded that through attention, we can make others feel important, in the context of learning this is very necessary to provide motivation to students.

The world of teaching is very closely related to the direct relationship between teachers and students. The university environment is known as lecturers and students. Based on research results, the attention factor is considered to be able to create a supportive learning environment. This cannot be denied, because basically humans are pedagogic creatures, where humans have hearing, vision, and heart. Based on this, humans are very concerned about their environment with vision, hearing and heart (Burga, 2019: 24). Lecturer who have the ability to pay attention in teaching, by paying attention to students through attractive displays, supportive expressions, and can touch the heart personally to improve the quality of learning become very important.

Factor 2 can be called a mutual factor (mutual) because it contains mutual trust, alignment, control, and response. A stable and long-lasting cooperative relationship between people is influenced by the main factor which is the basis of mutual trust. Even known that the attitude of mutual trust between superiors and subordinates can have an impact on high performance (Kim, Wang, & Chen, 2018: 946). Other studies suggest that similarities or reciprocal relationships within groups can strongly support the process of alcohol and drug addicts rehabilitation, even though

addicts come from different countries (Dale et al., 2019: 4). Based on some of the results of these studies, it can be said that the reciprocal relationship, mutual support, mutual trust has a very large influence on changes in one's behavior. This can be a reference for teachers to be able to create a relationship of mutual support and mutual trust so that academic achievement is expected to be realized. Ideally, a lecturer is able to create an environment of mutual support, both between lecturers and students, and students and students. very important to be done by lecturers, in this case giving confidence but by continuing to provide control over the instructions given to students. Giving group assignments is also felt necessary to do because it is considered able to foster mutual support and mutual trust between students one with the other.

Factor 3 can be called an accurate factor because it contains providing information and information disclosure. Accurate and precise information can reduce risk, both the risk of conflict and material loss (Hatsor, 2015: 231). Management of information in an Educational Institution is a very important factor. One study revealed that an accurate information system is key to build an organization. This is because an accurate and precise information system enables cost reduction, increases productivity, efficiency, and increase effectiveness product and service quality, even able to optimize decision making (Martins et al., 2019: 183). Based on this, an

instructor is ideally able to provide accurate and precise information to students, this is related to the risk of decision making that students will make on their learning.

A lecturer is considered as a worthy source of information trusted by students, this is related to the learning process itself. The teaching and learning process has a tendency for lecturers to give material and students receive the material, both by confirming through questions and passively accepting. Based on this, the provision of accurate information becomes very important. This also applies to the provision of advice and advice, because lecturers are considered to have better knowledge than their students.

Factor 4 can be called a collaboration factor because it contains trust in the company. Collaboration has become the most effective teaching instruction to provide a supportive atmosphere for students (Laal, Khatami-Kermanshahi, & Laal, 2014: 4058). It can be said that the lecturer is ideally able to encourage a spirit of collaboration and cooperation among students so that the learning environment can support the desired achievements. Seeing from the collaboration skills that must be encouraged in the students' minds, lecturers are required to have the ability to drive and direct. The ability of collaboration becomes important for students to have, this is related to

the business world that they will face later. Other than collaborating with fellow entrepreneurs, students will also face the challenges of collaborations with employees, other stakeholders, even with the government.

Factor 5 can be called understanding because it contains support for interest. Understanding is different from definition, even more than that. Understanding means sensing the problem and being able to provide explanations, evidence, and examples, as well as to generalize and apply the topic in a new way (Perkins, David & Blythe, 1994: 5). In this case, the understanding given by the lecturer to students in teaching is able to provide a clear picture to students, especially those related to students' interests. A clear description of the entrepreneurial profession along with the consequences that must be faced and the achievements that will be achieved ideally conveyed by lecturers clearly and precisely. The lecturer ideally not only conveys good things and promises beautiful dreams to students in relation to being an entrepreneur. The challenges they will face, the possibility of failure also needs to be addressed. This serves to provide mature readiness to students so that in practice they are able to face the challenges of an entrepreneurial world that continues to be competitive.

Factor 6 can be called an explication factor because it contains explanation, clarity, and information. Teachers have a duty or obligation to provide an explanation to students

about matters relating to learning. The explanation given is the task to provide the concept of understanding to be very appropriate for the concept of understanding that does not yet exist and is able to replace the concept of understanding that is already there but is wrong (Maher, 2007: 335). Lecturers have the responsibility to provide clarity related to courses or learning given to students in the class. The concepts in entrepreneurship studies should ideally be given along with relevant examples so that it can be more easily understood by students in obtaining an overview of material about entrepreneurship.

Factor 7 can be called an honesty factor because it contains honesty of emotions. Honesty is interpreted as the highest value of humans, namely the attitude to obey and do the truth that is believed, even obeying it in the mind (Ahearne, 2011: 120). Based on the notion of honesty, this value becomes important for teachers to have in teaching students. Lecturers are not only required to be honest with students but also have the responsibility to instill this quality. The honesty factor becomes a very important factor in learning because by trusting the lecturer, students will be more respectful so that they with their own desires are willing to interact in absorbing the knowledge conveyed by the lecturer.

Factor 8 can be called a borderless factor because it contains unlimited responsibility in timing. Borderless is defined as a value that does not attach importance to boundaries, meaning that it considers others to be equal so that there is no

discriminating attitude (Dictionary, 2019). The borderless understanding is able to explain that ideally an instructor does not distinguish between students, and has an open teaching style. Openness applied by lecturers to students that is considered capable of providing a sense of closeness. Even so, lecturers are also still able to maintain the dignity and authority of a teacher in creating a learning environment without limitation.

Factor 9 can be called as a sincere factor because it contains sincere, heartfelt, honest, upright, hearty, truthful. Sincere in Indonesian is interpreted as sincerity, considered as the highest value in human life. One study found that being sincere is a very difficult thing, especially to apologize and forgive (Ohtsubo & Watanabe, 2009: 120). The assessment given by lecturers to students should ideally be based on sincerity, not because of likes or dislikes. Graduation in here is interpreted as a foundation in providing assessments to students, both in the form of praise and reprimand. A lecturer is required to be willing to give praise to students who excel and also vice versa are willing to give a reprimand to students who are considered less attention and neglect in learning.

Factor 10 can be called a devotion factor because it contains tolerance. Devotion is generally defined as fidelity and loyalty. A person's dedication to something for a purpose that is done willingly. Devotion is widely studied in research that raises religious topics. Where

fidelity and loyalty of someone to something that is abstract is the highest attitude of loyalty, namely in a religious context (Power, 2017: 82). The learning context in which the need for a supportive environment is very high, a devotion to the lecturer is required. Loyalty in teaching, providing services in answering questions, giving advice, and advice to students happily without any objections, both in the classroom and outside the classroom is a manifestation of the devotion factor of a lecturer.

## CONCLUSION

This study can find new factors that can explain interpersonal communication in the teaching of lecturers with students. Especially learning about entrepreneurship was given at Udinus. Where this learning is a mission that is carried out in realizing his vision, which is to form the souls of entrepreneurs in their graduates.

Based on the data processing results, ten new factors are formed. The first factor is the factor of attention (thoughtfulness), the second factor is mutual (mutual), the third factor is accuracy (accurate) in providing learning information, the fourth factor is collaboration (collaboration), the fifth factor is understanding (understanding), the sixth factor is explanation (explication), the seventh factor is honesty (honesty), the eighth factor (borderless), the sincerity factor

(sincere), and the tenth factor is loyalty (devotion).

The results showed that interpersonal communication factors in the learning environment were dominated by factors that were human values, such as sincerity, loyalty, honesty, and so forth. This shows that the lecturer for entrepreneurship courses in Udinus ideally are individuals who have high human values, so as to create a learning environment that supports and realizes the expected achievements.

Seeing from the results of the study, the advice is the lecturers ideally supporting entrepreneurship courses applying the ten factors of interpersonal communication in teaching at Dian Nuswantoro University, so that a learning environment that is able to motivate students to become entrepreneurs can be established. This is the mission that must be carried out to realize the vision of Udinus itself, that is to be the chosen university in terms of teaching and entrepreneurship.

The ten factors found in this study will be measured later on the effect on the motivation and interest of Udinus students to become an entrepreneur in further research.

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